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Discriminative Stigma Against Inclusive Students in Vocational High School in Mataram, Indonesia

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Abstract

Inclusive students have equal position, right, and obligation in any aspects of need; similarly, in inclusive education, the disabled have rights to get reasonable education in Indonesia. This research explained Discriminative Stigma against Inclusive Students in Inclusive Education in SMK (Public Vocational High School) Negeri 5 Mataram, being the unit of analysis in this qualitative research with case study approach. The data obtained from the field through observation, in-depth interview and documentation was then analyzed using Lemert's labeling theory. The result of research showed that discriminative stigma against inclusive students of SMK Negeri 5 Mataram, as to: firstly, inclusive students get labeling and bullying based on their physical condition, considered as incapable of doing activities like the normal ones. Secondly, there is a different assessment system by teacher to inclusive students. Inclusive school is needed to interact socially without discrimination and to minimize discriminative stigma against inclusive stigma to prepare the future.

Keywords: *Discrimination; Labelling; Inclusive Student; Negative Stigma*

Introduction

Education is a process developing individual's competency in social attitude and behavior, so that an individual's social process occurs affected by organized environments such as home or school, so that self-development and social competency are achieved (Jelas, Z. M., & Mohd Ali, M. (2014). Education is a transfer of knowledge process in each human being to develop social attitude and behavior through teaching, training, and research.

Human being is entitled to get reasonable education as the target of education for all (*Education for All 2000-2015: Achievements and Challenges*) specified by UNESCO (2015) that has been achieved successfully by a third of participant states only. Children's equal right to education is guaranteed in the legal instrument (either international or national). Education aims to reinforce Human Rights, despite different objective and target according to individual national cultural, political, religion and historical contexts. Disabled child's right to education is reconfirmed in Convention on Children's Rights (1989),

Universal Declaration of Education for All (1990), UN's Standard Regulation about Equal Opportunity to People with Disabilities (1993), Declaration of Salamanca and Action Framework of Special Need (1994), Disable Act (1997), and Action Framework of Dakar World Education Forum (2000) in Flagship Education for All about Education and Disabilities.

Philosophical foundation of inclusive education application in Indonesia is that Pancasila is nation's philosophy, state foundation, and five pillars and ideals all at once established by Unity in Diversity (*Bhineka Tunggal Ika*) as a fundamental foundation (Abdurahman, 2003). Juridically, inclusive education policy in Indonesia is based on Republic of Indonesia's Constitution, exactly in article 32 clauses 1 and 2.

Article 5 clause (1) of Law Number 20 of 2003 about National Education System confirms "every citizen has equal right to get high-quality education". It indicates that Indonesian education is not discriminative, it applies to everyone, including child with different abilities. Considering Article 15 of Law Number 20 of 2003, Special Education is the organization of education for students with different abilities or students with extraordinary intelligence organized inclusively or in the form of special education unit at primary and secondary education levels.

Based on Article 1 of Minister of National Education's Regulation Number 70 of 2009, the inclusive education intended is an education organizing system giving opportunity to all students with different abilities and special intelligence and/or aptitude potencies to attend education or learning in a single education environment together with students in general. Inclusive education is an education service to students having special education needs in regular schools (SD, SMP, SMU, and SMK or Elementary School, Junior High School, Senior High School and Vocational High School) belonging to extraordinary category, in the sense of different ability, slow-learning, and other learning difficulties (Marthan, 2007; Shifrer, D., Callahan, R. M., & Muller, C. 2013; Murdianto, M. 2018).

Inclusive students should be able to learn together regardless the difficulty or difference existing. The 8th-International Congress about Involving Children with Disabilities within Society: Toward a Full Citizenship 2004 in Stavanger confirmed that there is equal right for those with different abilities (difable) and those without different abilities (Solheim, R. G., & Lindberg, T. Eds. 2004; Tarsidi, D. 2004). Full citizenship gives a consequence that every child has equal rights in all aspects of life, such as health, education, treatment program, and recreation. It means that difable children or inclusive students have right to speak, to express opinion, to get education, welfare and health, and to get right and obligation fully as citizens (Ainscow & César: 2006; Nugraheni, P. P., Salim, A., & Hidayatullah, M. F. 2019).

There are three type of inclusive or difable students: firstly, physically disabled are those with disability resulting in body dysfunction including body movement, visual, auditory, and verbal ability. Secondly, those with mental disorder are the students with behavioral disorder, either congenital or disease-induced. Thirdly, those with physical and mental disorder are those developing two disorders all at once (Cutts, S., & Sigafos, J. 2001; Fakhri, 2003).

Indonesian government has had normative and operational foundation in realizing inclusive education because this inclusive school develops continuously recently. However, the indicator of inclusive education system has not been adequate optimally (Hong, 2011; Suharto, S., Kuipers, P., & Dorsett, P. 2016). Although there have been many inclusive schools, the system they used has not been inclusive. The indicator of right to education including accessibility, availability, acceptability, and adaptability has not been implemented and measured reasonably.

West Nusa Tenggara (NTB) is the seventh province in Indonesia to apply inclusion-oriented school. Special Service Division of Education, Youth and Sport Office (Dikpora) of NTB in 2014 realizes

the inclusion-oriented school for children with special needs. Many children have not gotten formal education due to the weaknesses they have.

Inclusive education is a democratic one playing an important role to realize education service to inclusive children in school (George, 2016). SMK Negeri 5 Mataram gives the children with disability (disabled) the learning opportunity along with their normal counterpart. This school admits increasing number of inclusive students annually. Inclusive students in SMK Negeri 1 Mataram come from Special School (SLB) located in many regencies and cities in Lombok including in Mataram City, West Lombok, Central Lombok, East Lombok, and North Lombok.

Meanwhile, the supporting facilities in learning process in SMK Negeri 5 Mataram include, among others: Theory Room, Mechanic Automobile Practice Room, Textile Work Practice Room, Ceramic Work Practice Room, Metal Work Practice Room, Wood Work Practice Room, Computer Laboratory Room, Non-Classical Music Studio Room, Exhibition Room, and Together Learning Room. In the presence of such facilities, the teaching learning process can run maximally.

Inclusive students in SMK Negeri 5 Mataram consist of deaf, quadriplegic, L-Low Vision, lost hearing, and autistic. Inclusive students with different abilities have positive values. However, inclusive students often encounter discrimination, negative labeling from non-inclusive students, dubbed, called as disabled and abnormal. The labeling against inclusive students usually arises due to the prominent physical characteristics such as lean, disabled, skin color, and etc.

Disability is considered as weakness, defect, and abnormality. In Indonesian, the term for it is *tuna*, including *tunarungu* (deaf), *tunanetra* (blind), *tunagrahita* (mental retarded), *tunadaksa* (quadriplegic). Then, there is also term difable, differently able or having different ability (Bines, H., & Lei, P. 2011). It is the term with finer meaning and emphasizing that every human being is different.

The labeling against inclusive students in SMK Negeri 5 Mataram occurs when the label becomes the students' self-identity and explaining what type of people, he/she is. The labeling tends to see entire physique. The labeling is also called dubbing against inclusive students.

Labeling is to give a label or dub to an individual becoming the part of an individual's self-concept. The label to be given to an individual will tend to continue the deviation (Henslin, 2007). Labeling often occurs in inclusive students as they are considered as different. Labeling, according to Lemert (2012), is the deviation due to stigmatization from the people to an individual, then tending to continue deviation. Labeling theory is inspired by symbolic interactionism and has developed in such field as health, criminology, mental health, and education.

Labeling theory is a basic thinking stating that "an individual is labeled as a lazy student and treated like the lazy one so that in turn he/she will be the lazy student". Similarly, labeling to naughty, stubborn, and stupid student and treating a student as naughty, stubborn, and stupid student will make him/her naughty, stubborn, and not willing to study". Otherwise, the child labeled as smart and treated as smart child will be smart".

It is related to the basic assumption of labeling theory usually arising that when we have labeled an individual, we tend to treat an individual corresponding to the label we give, so that the one tends to follow the label assigned to him/her.

Lemert (2012) said that an individual will not deviate suddenly due to the labeling to him/her. There must be another deviation preceding it. Since the label has been given, an individual affected by the labeling process will hold on deviating lifestyle just like what the people have given to him/her. The

labeling or stigmatization against an individual should be given carefully as it can generate negative effect. It will be very hazardous when it is applied to daily life, in either education world or family environment.

Inclusive education is a strategy of achieving an objective to reduce rather than to remove obstacle or constraint in the inclusive or disabled students' access to education. Inclusive students are so far often denied when enrolling in public school and asked to enroll in Special School. Some reasons are often given by the school: limited educator number and limited infrastructure. The spirit brought into inclusive education is justice and resistance against discrimination, with a slogan "Education for All", so that there will be no more disabled children denied in public schools (Rizky, 2014).

Inclusive education is an education service system enabling all disable children to get service in proximate schools and regular classes. For that reason, school restructuring is required in order to create a community supporting the system implementation, and to fulfill the need of disabled children. This support should come from not only parents and teachers, but also disabled children, their friends, and surrounding people (Sapon-Shevin, 1994).

Methodology

Inclusive education is important as a comfortable learning place for inclusive students, without difference, labeling, and discrimination, whether physically, intellectually, socially, emotionally, or etc. This article explains discriminative stigma against inclusive students in inclusive school, SMK Negeri 5 Mataram. The research was conducted on inclusive students in SMK (Vocational High School) Negeri 5 Mataram using qualitative method with case study approach. The informants consisted of Headmaster, Building Director of Inclusive Education, teachers, inclusive and non-inclusive students as the unit of analysis. Data was collected through observation, in-depth interview, and documentation. Then the analysis was conducted with interactive model encompassing data reduction, data display, and verification or conclusion drawing (Yin, 2017; Huberman & Saldana, 2018).

Results and Discussion

Inclusive Education in SMK Negeri 5 Mataram, School is a formal education institution as a joint learning place for children with special needs (disabled) and normal (non-disabled) children. In this case, inclusive education is the form of uniting children with special needs with the normal ones. SMK Negeri 5 Mataram, formerly SMIK Mataram, has organized education since 1989. Government Official and employees of Education and Culture Department, the Chairperson of Vocational Department proposed the school to be a public school. In 1991, the status of SMIK Mataram officially became Public School. SMIK Mataram consisted of 4 majors: batik, ceramics, wood carving, and plait work in 1989-1996. Considering the Education Law Number 20 in 1999 and Circulars from Directorate General of Primary and Secondary Education, SMIK Negeri Mataram was renamed into SMK Negeri 5 Mataram.

The vision and mission of SMK Negeri 5 Mataram are to make the school an art and cultural center, a Pure Art Education center, and a well-established and independent Craft Art, and to create skillful workers in their field that are independent and having entrepreneurial spirit thereby can create job opportunity contributing to improving the economic growth and regional income.

The values applied in SMK Negeri 5 Mataram in giving education and training service are the manifestation of national cultural character values including high politeness between fellow citizens and with each other, transparency in decision making and inter-school relation, first-rate service or giving services to stakeholders as well as possible.

Adaptivity is sensitive to the change of science and technology and attempts to compensate the change of Science and Technology by keeping holding tightly on the nation's high values. Other values are commonality and role modelling with motto "*together must be success*" and "*together in SMK Negeri 5 Mataram*"; SMK Negeri 5 Mataram attempts to establish a good cooperation in achieving the objective and to give role modeling in achieving the mission of education either internally or externally. In addition, new ideas are developed creatively, thereby can develop it for the sake of collective advance. Additionally, religiosity is also applied to uphold religious value and to reflect it in daily life. Treating others friendly and politely by greeting and addressing them while smiling is another value applied in this school. This school prioritizes high-quality and professional service for the sake of customer satisfaction.

In academic year of 2018/2019, SMK Negeri 5 Mataram has 536 students, consisting of three classes: 10th grade consisting of 188 students, 11th grade consisting of 206 students, and 12th grade consisting of 142 students, including 350 boys and 186 girls, 464 Muslims, 70 Hindu adherents, 1 Christian and 1 Catholic. Meanwhile, there are 31 inclusive students by disability type and sex.

Table 1 Diverse types of disability inhibit the teaching-learning process in inclusive school in SMK Negeri 5 Mataram

No.	Type of Disability	Boy	Girl	Total
1	Deaf	12	11	31 students
2	Quadriplegic	1		
3	Low Vision	3	1	
4	Loss hearing		1	
5	Autism	2		
		18	13	

Source: Archie of SMK Negeri 5 Mataram, 2018

Table 1 explains that out of 31 inclusive students, 18 are boys and 13 are girls with deaf being more dominant than quadriplegic, Low Vision, loss hearing, and autism. Diverse types of disability inhibit the teaching-learning process in inclusive school in SMK Negeri 5 Mataram.

Teachers in SMK Negeri 5 Mataram consist of 74 civil servant and not-officially confirmed teachers with varying specialties. Teachers undertake their duty with the ability and potency they have as educators. However, they often find difficulty in teaching process. For example, during teaching-learning process in the class, they find difficulty in communicating with deaf inclusive students and it makes the students absorbing slowly the material delivered.

In addition, teachers also find difficulty in delivering material to low vision and autistic inclusive students, because such students receive the instruction difficultly. Inclusive students in SMK Negeri 5 Mataram attend the learning process just like non-inclusive students do, without extra learning.

Inclusive students need special room for extra learning with their teachers and friends to develop their potency. Teachers of SMK Negeri 5 Mataram need special training to develop their potency to be inclusive education teachers.

Form of Discriminative Stigma against Inclusive Students. Inclusive students are anyone with mental or physical disabilities that can harm or inhibit them from doing activities normally. *Inclusive*

education becomes a controversial issue to some parties. It is this that occurs and the inclusive students feel, namely, the difficulty of finding inclusive school.

Medical perspective puts disability to be an individual or personal problem, always put to be the root of problem or the cause of inhibited activities and disadvantage encountered. Public's perspective on inclusive students has never changed as long as defect-and-normal discourse is used. In this case, there are two forms of discriminative stigma: labeling and bullying, and there is a different assessment system used by teachers to assess inclusive students in SMK Negeri 5 Mataram.

Labeling and Bullying

Labeling is to give a label or dub to an individual becoming the part of an individual's self-concept and will tend to continue the deviation. Labeling often occurs in inclusive students as they are considered as different. Labeling and bullying are the deviation often occurring in inclusive students of SMK Negeri 4 Mataram in which they are often labeled by non-inclusive students (Berlo, Lemert & Mertz, 1969).

Another discriminative treatment occurring in inclusive students in SMK Negeri 5 Mataram is insult during breaking time. Labeling is made by non-inclusive students to inclusive students leading to the dispute often occurring between them. Labeling and bullying are different treatment, a behavior taunting an individual verbally or tricking him/her.

Inclusive students often get bullying from non-inclusive students with their friends' discriminating treatment frequently resulting in negative feeling, and less self-confidence, so that children with different abilities tend to be preoccupied with and play themselves and doing any activity they prefer during breaking time. Some inclusive students keep trying to play with non-inclusive students regardless labeling and bullying they get.

The theory suggested by Lemert (2012) stated that an individual becomes deviant because of labeling given by community against him/her. (Usually negative) labeling is given to difable and those have done deviating action (crime) such as thief, deceiver, rapist and drunk. As a response, those labeled then identify themselves just like what people label.

Teacher's Assessment System

School as an institution substituting for the family's role has importance in the implementation of children character, making the students' behavior better as the nation's next generation. Inclusive students have different ability compared with non-inclusive ones, physically, mentally, emotionally, or the combination of them and it inhibits them from achieving optimum development.

Inclusive students are often discriminated by teachers in the term of assessment system, due to such certain reasons as incapable of implementing the lesson maximally thereby getting standard ranking, and fair value. Another discussion participant shared his/her experience with discrimination in choosing competency or major. The condition of his child that is deaf disables him to choose the competency he wants. The school states that some certain lessons are inaccessible to deaf students, as they are bond to the curriculum requiring compulsorily the students to pass successfully certain standard value or competency.

In addition, teachers often deny the inclusive students with physical disability. They decline the inclusive students to join the learning activity like other non-inclusive students because of no facility available. The declination against the inclusive students amounts to discrimination.

Teachers play a very important role in teaching-learning process in school, particularly in inclusive education. Inclusive education held in SMK Negeri 5 Mataram faces such constraints as limited number of teachers with inclusive education competency. Thus, general teachers having ever acquired inclusive education feel incapable of doing so, as it needs patience, precision, and persistence.

It means that inclusive school is not only the one that has gotten inclusive predicate but also all public schools that should cater to children with disability and meet their special need, thereby supporting the teaching-learning in the school. In Indonesia, an understanding on inclusive school among educators is still varying as well. Some educators understand that inclusive school is the one with inclusive predicate, but some others perceive that all public schools admitting and catering to students with disability are called inclusive schools. To get the same perception in this study, the author defines Inclusive school as all public schools admitting and catering to students with disability, including those having gotten and those having not gotten inclusive school predicate.

Inclusive education is an alternative to children with disability. Through the implementation of inclusive education in Indonesia, children with disability have an option to study in inclusive or special school. Although inclusive spirit is getting hot, the special needs of children with disability may not be ignored. These needs should be taken into account as well, because not all students with disability can study in inclusive school. Some of them need special training first, such as speech therapy, not available in Inclusive School in Indonesia.

It is here that discrimination occurs between inclusive and non-inclusive students. As elaborated above, discrimination is some unfair actions intended to an individual (Henslin, 2007; Lemert, 2011). The denial of inclusive students leads to different unpleasant treatment given by teachers to the students by distinguishing the score of inclusive students from that of non-inclusive ones, and distinguishing their playmates.

Nevertheless, normatively the regional government regulation has not governed this inclusive education specifically, firmly and optimally yet particularly in the term of ensuring the fulfillment of inclusive students' right to inclusive education. This regulation still states that the admission of students in education unit should be done by considering the resource the school has. The consideration of unavailable resource makes some schools in Nusa Tenggara Barat admitting conditionally or declining the inclusive students.

Inclusive education requires the school to accommodate all children regardless their physical, intellectual, social-emotional, linguistic conditions, or etc. Inclusive students are still stigmatized negatively by Indonesian people, discriminated in such sectors as education, occupation, and social-economic, in which the education acquired by inclusive students is different from that the non-inclusive students do in general.

Inclusive education in SMK Negeri 5 Mataram should educate the inclusive students regardless their economic background and social status, so that the students with different ability or special needs have equal right to get the best education service. Therefore, the organizers of education unit and the educators should be briefed adequately. Thus, the service to children with special needs will be better. It is very important to brief and to give understanding to teachers and non-inclusive students in both general and special education institution and service, in order to improve education service to inclusive students.

Conclusion

From the result of research on discriminative stigma against inclusive students in SMK Negeri 5 Mataram, it can be concluded that inclusive students in SMK Negeri 5 Mataram are still stigmatized and

discriminated by teachers and non-inclusive students in school. Inclusive students get score different from the non-inclusive students do in generally, and non-inclusive students often label or bully the inclusive students. In this case, the role of teachers as the teaching staffs is very important to support education for inclusive students in the learning process without discrimination. Inclusive education is very desirable to develop social interaction between inclusive and non-inclusive students in order to minimize the negative stigma and discrimination.

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